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ABSTRACT

Designed to foster communication across intercultural/ethnic lines, this teaching guide focuses on ethnic foods and their influence on and contributions to America's eating habits. It is part of the Louisville Area Ethnic Heritage Project described in ED 150 043. The objective of this unit is to develop a knowledge and an appreciation of the food heritages of six ethnic groupings: Northern Europe, Southern Europe, Afro-American, Middle and Far East, Kentucky, and Latin America. The guide includes a pretest, six behavioral objectives accompanied by instructional strategies and facilitating materials, and six worksheets asking questions about Afro-American, Japanese, British, Chinese, French, German, Italian, Latin American, and Scandinavian foods. Also included are recipes, the key to the pretest, a posttest, a checklist of foods sampled and the student's feelings about those foods, and a bibliography of resources and materials. The unit can serve as a supplement to home economics courses, with a suggested time period of two or three weeks. (Author/CK)

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ETHNIC STUDIES

ETHNIC HERITAGE FOODS

Experimental Unit

SO 011 775

ETHNIC HERITAGE PROJECT

1976-1977

Jefferson County Public Schools, Louisville, Kentucky

2

ETHNIC HERITAGE STUDIES: ETHNIC HERITAGE FOODS

Experimental Unit, 1977

Preliminary Draft

JEFFERSON COUNTY PUBLIC SCHOOLS

Department of Curriculum Development and Supervision

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AN EQUAL OPPORTUNITY EMPLOYER

FOREWORD

Recognizing the value of an ethnic studies program as a vehicle for promoting positive attitudes toward cultural diversity, Jefferson County Public Schools curriculum writers and teachers, in conjunction with representatives of the University of Louisville and the Bicentennial Committee of the Louisville Chamber of Commerce, have examined present ethnic studies courses of the Jefferson County Public Schools and have developed components for these courses.

Funded by the United States Office of Education, the newly developed units focus on increasing understanding and appreciation of the diversity among ethnic groups represented in the Greater Louisville community.

The units will be tested and evaluated in pilot classrooms during the 1976-1977 school year.

E C Grayson

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ACKNOWLEDGMENTS

This unit of the ethnic Heritage Studies Project has been prepared by Theresia Colbert, Westport High School.

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TABLE OF CONTENTS

Foreword ii
Rationale for Ethnic Studies iv
Program Criteria v
Unit Grid. vi

Ethnic Heritage Foods. 1

Pretest. 2

Work Sheet 1--Afro-America 9
Work Sheet 2--Japan, British Isles 10
Work Sheet 3--China. 11
Work Sheet 4--France, Germany. 12
Work Sheet 5--Italy, Latin America 13
Work Sheet 6--Scandinavia. 14

Sample Recipes 15
Kentucky Recipes 16
French Recipes 18
Philippine Recipes 20
Chinese Recipes. 25
Japanese Recipes 31
Korean Recipes 34
Spanish Recipes. 38
Jordanian Recipe 39
Pakistani Recipe 40
Indian Recipe. 41
Indonesian Recipe. 42
Iranian Recipe 43
Afro-American Recipe 44
Italian Recipes. 45
German Recipe. 47

Key: Pretest. 48

Post Test. 49

Resources and Materials. 53

Book Selection and Reevaluation Policy
Book Selection and Material Reevaluation Procedures
Book Selection and Materials Reevaluation Policy
Citizen's Request for Reevaluation of Material

RATIONALE FOR ETHNIC STUDIES

The recognition of cultural pluralism as intrinsic in society in the United States is receiving increased attention from the nation's educators who realize that cultural diversity manifests itself daily in the classroom and often is the source of communication breakdown, misunderstanding, and conflict.

Consequently, school systems across the country are seeking to develop a variety of curriculum offerings that will deal with this cultural diversity in substantive and affirmative ways.

The Jefferson County Public Schools became directly involved in this search as the result of a grant from the United States Office of Education for the development of an Ethnic Studies Program in local schools. The grant resulted from a joint proposal by the University of Louisville, the Jefferson County Public Schools, and the Louisville Chamber of Commerce.

To meet grant guidelines, a curriculum writing committee comprised of local instructional leaders and teachers met during the months of July and August, 1976, to develop criteria for an ethnic studies program, to analyze present ethnic studies courses, to construct model units for implementation in county classrooms, and to plan ethnic fairs in six county schools.

PROGRAM CRITERIA

The Curriculum Writing Committee for the Ethnic Studies Program believes that an Ethnic Studies Program should cross disciplinary lines throughout the curriculum and must include the examination of major ethnic groups represented in American society.

The committee further believes that the specific characteristics listed below mark a definitive ethnic studies program and should be reflected, in varying degrees, in individual ethnic studies courses.

Characteristics

An Ethnic Studies Program, logically:

1. Emphasizes the universality of human needs
2. Explores the experiences and contributions of ethnic groups
3. Analyzes the relationships between ethnic groups
4. Develops a historical perspective of ethnic groups
5. Provides a balanced accurate and impartial treatment of ethnic groups
6. Analyzes ethnic myths and stereotypes
7. Contains interdisciplinary elements
8. Explores future prospects of ethnic groups
9. Endorses the principle of social equality of individuals
10. Focuses on attitudes and values of ethnic groups
11. Promotes individual self-awareness and feelings of self worth
12. Seeks accommodation, appreciation and acceptance of cultural diversity

Unit Title: _____

Unit Description/Purpose: _____

_____

	YES	NO	NOT APPLICABLE
Emphasizes the universality of human needs			
Explores the experiences and contributions of ethnic groups			
Analyzes the relationships between ethnic groups			
Develops a historical perspective of ethnic groups			
Provides a balanced accurate and impartial treatment of ethnic groups			
Analyzes ethnic myths and stereotypes			
Contains interdisciplinary elements			
Explores future prospects of ethnic groups			
Endorses the principle of social equality of individuals			
Focuses on attitudes and values of ethnic groups			
Promotes individual self-awareness and feelings of self worth			
Seeks accommodation, appreciation and acceptance of cultural diversity			

VI.

ETHNIC STUDIES: ETHNIC HERITAGE FOODS

Description of the Unit

This unit focuses on ethnic heritage as evidenced in cooking and identifies various ethnic groups and their influence and notable contributions to America's eating habits. The study includes the areas of Latin America, Southern Europe, Northern Europe, Afro-America, the Middle-Far East, and Kentucky.

This unit can serve as a supplement to Home Economics 081, Home Economics 106, Home Economics 206, Home Economics 306, and Home Economics 406.

Suggested Time

Two to three weeks

General Objective

Develops a knowledge and an appreciation of the food heritages of six ethnic groupings: Northern Europe, Southern Europe, Afro-American, Middle and Far East, Kentucky, Latin America.

PRETEST

Ethnic Heritage Foods

I. Choose the best response for each statement or question. Put the letter of the answer you chose in the blank.

_____ 1. Food heritage is best represented by (a) food available at a certain time of the year, (b) foods that you are accustomed to eating, (c) foods of different cultures, (d) foods that were handed down by your ancestors.

_____ 2. Family food preferences are (a) foods that you like, (b) those that reflect a national origin, (c) outgrowths of the region where you have lived or have visited, (d) all of the above, (e) none of the above.

_____ 3. Attitudes toward foods generally begin (a) in the home, (b) with experience, (c) with your peers, (d) both a and b, (e) none of the above.

_____ 4. Which of the following is the best choice for finding out the historical development of ethnic foods? (a) ancestors, (b) communities, (c) religion, (d) all of the above, (e) none of the above.

_____ 5. The Italian diet consists chiefly of (a) fish, (b) lamb, (c) pork, (d) all of the above, (e) none of the above.

_____ 6. Food that usually contains a large quantity of pasta and is very starchy is (a) Latin American, (b) Afro-American, (c) Italian (d) German.

_____ 7. Which of the following is most noted for its wide variety of cheeses? (a) Italy, (b) Latin America, (c) British Isles, (d) Afro-America

_____ 8. Food that is spicy and hot is (a) Afro-American, (b) Latin American, (c) French, (d) Scandinavian.

_____ 9. What country influenced Latin America's sophisticated dishes? (a) France, (b) Spain, (c) United States, (d) Africa

_____10. Tortilla is a (a) meat, (b) cheese, (c) bread, (d) vegetable.

_____11. A popular term "stick to the ribs" is associated with what ethnic group? (a) Japanese, (b) French, (c) Afro-American, (d) Dutch, (e) none of the above.

_____12. Food that is greasy and rich is (a) Italian, (b) Asian, (c) Afro-American, (d) Chinese.

_____13. A familiar sauce of French cuisine is (a) tomato sauce, (b) Hollandaise, (c) white sauce, (d) all of the above, (e) both a and b.

_____14. What is the most widely used meat in German cooking?
(a) beef, (b) pork, (c) chicken, (d) fish

_____15. Where does Yorkshire pudding come fro (a) Kentucky,
(b) Scandinavia, (c) British Isles,) France

II. Write answers in the blanks.

1. What one crop, other than corn, is associated with Latin America's heritage?

_____

2. With what ethnic group is the wine Burgundy identified?

_____

3. What is Spain's national dish? _____

4. What cooking method is used primarily in preparing Chinese food?

_____

5. What is Germany's national dish? _____

6. What is a wok? _____

7. What is sake? _____

8. List three Afro-American foods. _____

_____

9. List three French foods. _____

_____

III. Write in the blank the country of origin for each of the following.

1. French fries _____
2. Chop suey _____
3. Waffles _____
4. Ice cream _____
5. Taco _____
6. Sauerkraut _____
7. Collard greens _____
8. Smorgasbord _____
9. Bara birth _____
10. Gravlax _____
11. Grits _____
12. Sukiyaki _____
13. Fried chicken _____
14. Corn pudding _____
15. Mussels _____
16. Egg rolls _____
17. Ravioli _____
18. Borsch _____
19. Springerles _____
20. Mango _____

IV. Explain, in three to four sentences, why you like (do not like) to try foods that you have not tasted before.

Behavioral Objective 1

After reading and discussing the various factors which influence food preferences, the student will write three cause/effect statements about three factors that influence her/his personal food preferences (e.g., the kind of food, the way it is prepared, the manner of service).

Instructional Strategies	Facilitating Materials
Ask students to read selected material and to discuss in class the influence of food preferences on personal food habits.	Cross, Aleene. Introductory Homemaking, chap. 12, pp. 278-283.
Write three cause/effect statements (e.g., I like _____ because _____.) about three of the factors which influence her/his food habits.	

Behavioral Objective 2

Having completed readings and work sheets related to food heritages of several ethnic groups, the student will list and describe three foods representative of at least six heritages, select at least one food from each ethnic group and give reasons why that food is representative of that group.

Instructional Strategies	Facilitating Materials
Have the student complete work sheets, using teacher-selected references.	Work Sheets 1-6 pp. 9-14.
Discuss orally the influences on food choices (e.g., geography, customs).	The following books are from Foods of the World Series.
Prepare, with suggestions from the class, a list of twenty foods and identify the country in which each food originated.	Leonard, J. N. Latin American Cooking, pp. 6-8, 50-51.
Ask the student to list the six ethnic groups presented and three representative foods for each group.	Root, Waverley. The Cooking of Italy, pp. 33-34.
	Fisher, M. F. K. The Cooking of Provincial France, pp. 6-7, 9-11, 13.
	Hahn, Emily. Chinese Cooking, pp. 8, 10-11, 14-17, 20-22, 24-25.

Instructional Strategies	Facilities Materials
	Steinberg, Rafael. The Cooking of Japan, pp. 8, 10, 12-13.
	Brown, Dale. The Cooking of Scandinavia, pp. 9-12.
	Hazelton, N. S. The Cooking of Germany, pp. 6-16.
	Bailey, Adrian. The Cooking of the British Isles, pp. 8-10.
	Feibleman, Peter S. The Cooking of Spain and Portugal, pp. 8-12.
	Spies, B. "Americana: Culture, Cuisine, and Customs--Soul Food." Forecast for Home Economics, March, 1976, p. F19.
	"Cross Country Cooking--Soul Food." Co-ed, March, 1976, p. 64.
	Filmstrip: Ground Beef, Passport to Far Away Eating.

Behavioral Objective 3

Given a list of selected terms related to foods and to cooking principles, the student will define and/or describe the meaning of each term.

Instructional Strategies	Facilitating Materials
View a filmstrip (see materials column).	Filmstrip: Celebrate America's Culinary Heritage.

Instructional Strategies	Facilitating Materials
List, on the chalkboard, culinary terms and names of foods defined or described in the filmstrip; have students put definitions in class notes.	
Use, as appropriate, suggestions for student activities listed in the filmstrip guide.	

Behavioral Objective 4

Having viewed the filmstrip, Celebrate America's Culinary Heritage, the student will write a paragraph or a series of statements describing at least two different styles of cooking discussed in the filmstrip.

Instructional Strategies	Facilitating Materials
Have students use the list of culinary terms and names of foods or class notes as a basis for writing a paragraph or a series of statements describing at least two different styles of cooking discussed in the filmstrip.	List of culinary terms and foods from previous lesson

Behavioral Objective 5

Having compiled a minimum of three recipes (i.e., dishes representing three of the four basic food groups) for foods of each ethnic group studied, the student, participating in a group (four students) will choose dishes from one ethnic group and will plan, prepare, and serve an ethnic meal.

Instructional Strategies	Facilitating Materials
Have students identify and copy at least three recipes for dishes from each of the ethnic groups studied.	Foods of the World Series.
	Other available cookbooks
For each recipe selected, have students identify the basic four food groups to which each dish belongs; have students state the cookery principle involved in the preparation of each dish.	
Have students, working in groups of four, plan, prepare, and serve an ethnic meal.	

Behavioral Objective 6

Given the opportunity to sample ethnic foods prepared by class members, the student will sample a minimum of five different foods and will indicate, by completing a checklist and answering questions, her/his attitudes toward the foods sampled.

Instructional Strategies	Facilitating Materials
The teacher and students will arrange all foods prepared in the form of a buffet or a smorgasbord.	
Require the student to sample five different foods.	
Give copies of the checklist to students and have them respond.	Checklist, p. 51.

AFRO-AMERICA

1. What is meant by the term soul?

2. Identify the following:

   a. Chitterlings

   b. Maws

   c. Hocks

3. What were three cereals eaten by the African-American communities?

4. What is meant by the term pot likker?

5. What were three types of greens eaten by the Africans in America?

6. What were four game meats trapped by the Africans in America?

7. What does soul food symbolize?

JAPAN

1. What is meant by the following terms?

   a. Sappari

   b. Tempura

2. What three factors affect preferences in Japanese cuisine?

3. Does ceremony play an important part in Japanese cuisine? List two examples.

BRITISH ISLES

1. What is bara birth?

2. What is crempog?

3. What are four dishes of the British Isles that are rich in flavor?

20

CHINA

1. How are vegetables cooked to stay crunchy and fresh in color?

2. Explain why Chinese food has more than taste appeal.

3. What are some types of foods or ingredients that would be examples of the following regions in China?

   a. Northern China

   b. Southern China

   c. Coastal China

   d. Inland China

4. What is one main ingredient used in cooking Chinese food?

5. What is the purpose of eating the following foods?

   a. Soups

   b. Sweets

6. What are six utensils used by the Chinese in cooking food?

7. Name eight methods of cooking Chinese foods.

8. Which of the following foods is predominately eaten by the Chinese? (Circle the correct answer.)

   vegetables meat sweets

FRANCE

1. Define French cooking.

2. What are two familiar sauces used in French cooking?

3. Name three French foods.

4. What is the name of a great modern chef of French cooking?

5. What are three ancient regions in France. Briefly discuss their notable contributions to good eating.

GERMANY

1. What is meant by the art of German cooking?

2. Give three reasons why German vegetables taste different from American vegetables.

3. Briefly discuss what most Americans think about German foods.

4. Name three foods served in Germany.

5. What is the cornerstone of German cooking?

6. What is Germany's national dish?

7. What is the most widely used meat in German cooking?

ITALY

1. Name four pastas that are used in Italian cooking.

2. Name four fillings and their common names.

3. Name three methods of cooking Italian food.

4. Briefly discuss the two regional styles of Italian cooking.

5. Name three Italian foods.

LATIN AMERICA

1. What country influenced the modern cooking of Latin America?

2. What three cultures most influenced their cooking?

3. What six foods are commonly associated with Latin American cooking?

4. What is a common bread in Mexico?

5. Name three Latin American dishes and the ingredients included in each.

SCANDINAVIA

1. What does Scandinavian food consist of?

2. Name three foods eaten by the Vikings.

3. What were six game meats raised by the Vikings?

4. How did the Scandinavian culture obtain their recipes?

5. What is gravlax?

SAMPLE RECIPES

KENTUCKY RECIPES

Biscuits

3 cups self-rising flour
3/4 stick butter or margarine
1 cup milk

Cut butter into flour, stir in milk, and work into smooth dough quickly. Roll out on a pastry board about ½ inch thick. Cut with biscuit cutter (or frozen-juice can). Place on cookie sheet with sides touching. Bake at 425° for 10 to 15 minutes or until just barely brown, but big and puffy.

Buttermilk Biscuits

3 cups self-rising flour
3/4 stick butter or margarine
1 tsp. baking soda
1-1½ cup buttermilk

Cut butter into flour, stir in milk, and work into smooth dough quickly. Roll out on a pastry board about ½ inch thick. Cut with biscuit cutter (or frozen-juice can). Place on cookie sheet with sides touching. Bake at 425° for 10 to 15 minutes or until just barely brown, but big and puffy.

Kentucky Style Fried Potatoes

4-6 large potatoes
Cooking oil
Salt and pepper
Marjoram

Peel potatoes and slice into large round slices about ¼" thick. Heat a heavy cast iron skillet and pour enough oil in to cover bottom of pan generously. When quite hot put all potato slices in at one time and stir to coat with oil. Keep heat rather high and stir potatoes with a sharp spatula, scraping the bottom of the skillet well. Add salt and pepper and a little crushed marjoram.

When some of the slices are nicely browned, enough to give the "batch" a little color, turn down heat, cover skillet. Cook for 30 to 40 minutes; stir and scrape off bottom regularly to keep potatoes from scorching. The slices will not keep their shape and may become a little mushy.

Corn Pudding

2 cans corn, drained (Fresh corn is preferable.)
4 eggs
3 tablespoons sugar
2 tablespoons butter
8 tablespoons flour
1 teaspoon salt
2 cups milk

Bake at 300-325° for 1 hour or until knife inserted in center of pudding comes out clean.

FRENCH RECIPES

Quiche Lorraine

1 cup + 4 tablespoons flour
Salt
4 tablespoons butter
1 egg, lightly beaten
6 slices bacon
1½ cups heavy cream
3 egg yolks
1 egg
Freshly ground pepper

Sift flour and salt together. Using 2 knives or a pastry blender, cut the butter into it. Add lightly beaten egg and with cool hands quickly knead a loose dough, adding 2-3 tablespoons cold water to bind the mixture. Form into a ball and leave for 2-3 hours in a cool place, wrapped in a cloth. Roll out and line a buttered pie pan with the pastry dough, pricking the bottom all over to prevent rising.

Fry the bacon for a few minutes until some of the fat cooks out. Arrange bacon slices in the pastry shell. Beat egg yolks and the egg well and stir in the cream. Season the mixture to taste with fresh pepper and pour it into the shell. Place it immediately into an oven preheated to 400°. Bake for 20 minutes, then lower the heat and cook for another 15 minutes. Serve hot, straight from oven.

(Lighter cream and grated cheese may be used instead of heavy cream, but the same quantity of eggs must be used.)

Mornay Sauce[1]

3 tablespoons butter or margarine
2 tablespoons all-purpose flour
1 cup chicken broth
1 cup half-and-half cream
1 egg yolk
½ cup shredded natural Swiss cheese
¼ cup grated Parmesan cheese

About 20 minutes before serving:

1. Melt butter or margarine in one-quart saucemaker, using medium heat setting.

2. Stir in flour until smooth.

3. Gradually stir in chicken broth and half-and-half and cook, stirring, until sauce is thickened, remove from heat.

4. In small bowl, beat egg yolk slightly with fork or wire whisk.

5. Beat small amount of hot sauce into egg yolk; slowly pour egg mixture back into sauce, stirring rapidly to prevent lumping.

6. Stir in shredded cheese and Parmesan cheese; cook over low heat, stirring constantly, just until sauce is thickened and cheese is melted (do not boil). Serve over broccoli or other vegetables.

Makes 2 1/3 cups.

---

[1] Celebrate America's Culinary Heritage (Corning, N.Y.: Corning Glass Works, 1975).

PHILIPPINE RECIPES

Chicken and Pork Adobo

2 pounds pork with fatty rind
2-3 pound chicken
½ cup native vinegar
1-2 bay leaves
2 tablespoons dark soy sauce
3-4 cups water
Lard for frying
1 small can liver pate (optional)
Salt to taste
4 cloves garlic, crushed and skinned and black pepper to taste

Cut pork and chicken into bite-sized portions. The pork should be sliced about 1½ inches thick. Set aside. Combine vinegar, soy sauce, black pepper, garlic and bay leaves in a deep dish. Marinate pork and chicken pieces in the mixture for at least two hours. Turn the pieces frequently so that they soak properly.

To cook, place chicken and pork slices (including liquid used for marinade) into a deep enamel pot (traditionalists prefer clay pots for this purpose rather than the aluminum ones because vinegar and aluminum create a condition hazardous to health). Add 2 to 3 cups water; or enough to cover and tenderize the meat. Simmer over medium heat until chicken and pork slices are tender.

The chicken pieces may tenderize much faster than the pork, in which case it is advisable to remove the chicken from the pot and set it aside while the pork cooks. Chicken liver may be served whole or mashed in the pot to thicken the gravy base. If chicken liver is to be retained whole, a small can of liver pate makes an excellent substitute for thickening the gravy.

When both the pork and chicken pieces are tender and the liquid in the pot has evaporated to light-gravy consistency, remove them from the fire and drain, storing the gravy for later use. Heat oil in frying pan and fry the chicken and pork pieces until they are brown. Return them to the pot and serve with gravy.

Adobo should be salty sour. Test it for taste before removing it from the heat and add salt or vinegar as necessary. When adding vinegar beyond the initial stages of cooking, make sure the pot comes to full rolling boil before removing the dish from the heat.

Arroz a la Filipina

- 6 tablespoons cooking oil
- 1 teaspoon macerated garlic
- 4 tablespoons chopped onion
- 1 cup tomato sauce
- 2 cups clam and pork stock (broth)
- 1 cup cooked, sliced lean pork
- 2 medium sized green peppers, dried
- 1 cup cooked shelled clams
- 2 cups plain rice } cooked together
- 2 cups malagkit } cooked together
  (sweet rice)
- Salt and pepper to taste
- 2 tablespoons margarine
- Lettuce leaves
- 6 saka bananas, peeled, sliced and fried
- 2 hard-boiled eggs, sliced crosswise

Saute garlic, onion, and tomato sauce in cooking oil. Add pork and clams and cook awhile. Add stock (broth) and stir. Add green pepper. Season with salt and pepper. Add cooked mixed rice and blend well. Cook a few minutes until sauce is absorbed by rice. Grease a mold with margarine. Mold rice mixture. Turn upside down on a bed of lettuce on a platter. Surround with fried bananas. Top with boiled egg slices.

Pineapple and Cucumber Salad

- 1 envelope plain unflavored gelatine
- ½ cup boiling water
- ½ cup cold water
- 2 tablespoons sugar
- 2 tablespoons vinegar
- 2/3 cup syrup from crushed pineapple
- 2 tablespoons lemon juice
- ½ teaspoon salt
- 1 cup drained crushed pineapple
- 1 cup chopped cucumber

Let gelatine soften in cold water about 5 minutes and dissolve in boiling water, stirring thoroughly. Add sugar, vinegar, pineapple syrup, lemon juice, and salt. Stir until dissolved. Cool until mixture begins to thicken. (To save time you may pour the mixture into a freezing tray and keep it in the freezer for about 5 minutes or until it begins to thicken.) Then fold in the pineapple and cucumber. Turn into a mold rinsed in cold water and chill until firm. Unmold on salad greens and garnish with mayonnaise mixed with an equal amount of whipped cream, if desired.

Lumpia Pilipino

½ onion, chopped finely
1 clove garlic, minced or mashed
1 tablespoon salad oil
½ cup each--chopped, cooked ham, pork, and shrimp
½ cup bean sprouts, coarsely chopped
1 medium sized turnip, grated
½ cup diced bamboo shoots
3 tablespoons soy sauce
1½ teaspoons sugar
½ teaspoon salt
Pastry made with 4 cups flour

Cook the onion and garlic in the salad oil until soft, then combine them with the ham, shrimp, pork, bean sprouts, turnips, bamboo shoots, soy sauce, sugar and salt. Mix well together. Roll out pastry on slightly floured board and cut it into 3-inch rounds. Put 1 teaspoon of the mixture on each round and moisten edges with a little water. Fold in half and pinch edges together to seal. Put on cookie sheets and bake in a hot oven 425° until lightly browned (about 15 minutes).

Instead of baking you can use this method: Heat 1/8 inch of salad oil in a frying pan and cook the turnovers over medium heat until golden brown. Cook about 3 minutes on each side.

Yield: 4 dozen, 3-inch turnovers.

Putsero Pilipino

½ pounds beef, cut into 1½-inch cubes
½ pound beef bones
1 chicken cut into square
2 large camote (sweet potatoes),
3 bunches pechay, cut in halves
1 cup garbanzos, boiled
4 saka (bananas), cut
Chorizas de Bilbao

Soak for ½ hour the beef and the bones in cold water. Bring to a boil and then reduce the heat and cook over a low heat until the meat becomes tender. Add the chicken, chorizos and garbanzos. When the chicken becomes tender, add the bananas and the pechay. Remove the skin of the boiled sweet potatoes and cut into quarters. Add this to the chicken and beef stew seasoned with patis. Place the vegetables and meat on a platter, and serve the broth in cups.

Embutido

½ pound ground pork
Salt and pepper to taste
4 tablespoons flour
1 egg
Chorizos de Bilbao
Sliced pickles
Hard-boiled egg

Grind ½ pound pork, add salt and pepper to taste. Mix together 4 tablespoons flour and 1 egg. On a piece of clean cloth put the sliced pickles, chorizos de Bilbao, and hard-boiled eggs. Now form the ingredients into a roll and wrap in the cloth. Tie both ends of the cloth and boil it in the broth. When done put it into the refrigerator overnight. Unwrap it before serving and slice. It's palatable when served with tomato sauce or tomato catsup.

Escabeche Pilipino

1 fish large enough for 2 servings
1½ teaspoons salt
3 tablespoons fat
2-cm cube ginger
3 tablespoons vinegar
1 medium sized onion
2 cloves garlic
1½ tablespoons brown sugar
4 tablespoons water

Prepare the fish for cooking. It may be left whole or it may be sliced into sizes suitable for serving. Rub 1 teaspoon of salt on the fish and allow to stand for about 10 minutes.

Meanwhile scrape off the outer thin covering of the ginger, wash and cut into thin strips; cut the onion and the garlic into very thin slices. Fry the fish until slightly brown--about 15 mintues. Remove it from the frying pan.

In the remaining fat, fry the garlic, the onion and the ginger for about 2 minutes. Add the vinegar, water, sugar and the remaining salt and bring the mixture to a boiling point. Add the fish to the mixture and simmer for 4 or 5 minutes. Escabeche may be served hot or cold depending on one's preference.

Sardina Pilipina

20 medium sized hasa-hasa
5 tablespoons olive oil
3 tablespoons vinegar
1 can tomato sauce
1 or 2 native pep[illegible]
Salt to taste

Clean the fish well and arrange in a pot. Pour vinegar, salt and 2 tablespoons water over it. Boil at a moderate heat until water evaporates. Heat olive oil and bring to a boil. Combine tomato sauce and native pepper and let boil for 5 minutes more. Pour it over the cooked fish. Remove from fire and serve.

CHINESE RECIPES

While the dishes below will make a rudimentary meal, other courses should be added for a more complete meal. For example, egg rolls can be served as hors d'oeuvre, followed by a soup, four main dishes, a salad, and a dessert.

Sweet and Sour Spareribs

2 pounds pork spareribs
3 tablespoons vinegar
One small ginger root
½ cup soy sauce
1 cup sugar
1 small can of pineapple chunks
Sprig of parsley for garnish

Slice pork spareribs along the ribs. Boil them for about 15 minutes with enough water to cover the meat completely. Drain water and wash off residue on the spareribs. Replace the ribs into the same pan with 2 tablespoons vinegar and ginger root sliced thinly. Cook for about 10 minutes. Combine ½ cup soy sauce with 1 cup sugar. Pour this mixture over the pork ribs and cook for another 15 minutes. When the mixture gets too syrupy, add a tablespoon of water. Serve the dish with pineapple chunks poured over the meat and a sprig of parsley for garnish. Serves 4 to 6.

Stir-Fried Vegetables[1]

(A very crispy product)
1½ pound broccoli or asparagus
2 tablespoons salad oil
½ teaspoon salt

About 10 minutes before serving:

1. Cut vegetables diagonally into 3-inch pieces.

2. Heat salad oil in 10-inch skillet using high setting.

3. Add vegetables and cook, stirring quickly and frequently (stir-frying), until well coated.

4. Sprinkle with salt; continue stir-frying about 3 minutes more or until tender-crisp.

Makes about 6 servings

Snow Peas with Chinese Mushrooms and Bamboo Shoots

6 dried Chinese mushrooms
1 pound fresh snow peas (or completely thawed frozen snow peas)
½ cup canned bamboo shoots, sliced thinly
1½ teaspoons salt
½ teaspoon sugar
2 tablespoons peanut oil or flavorless vegetable oil

Soak dried mushrooms in warm water for ½ hour. Cut away and discard the stems. Quarter the mushrooms. Strain the mushroom-soaked water through a fine sieve and reserve 2 tablespoons. Snap off the tips of the fresh snow peas and remove the strings from the pea pods. Heat a 10-inch skillet for 20 seconds. Pour in 2 tablespoons oil and swish it around the skillet. Turn the heat down to moderate. Immediately drop in the mushroom and bamboo shoots and stir-fry for 2 minutes. Add the snow peas, salt, sugar, and 2 tablespoons mushroom water. Cook until the water evaporates. Serves 4.

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[1] Ibid.

Sweet and Sour Pork

2 cups cubed lean pork (about 1 lb.)
1 tablespoon dry sherry
1 tablespoon cornstarch
¼ teaspoon salt
1 medium onion, cut in chunks
1 green pepper, cubed
1 medium tomato, cubed
1 cup pineapple chunks
1 medium sized kosher pickle, cubed
Oil for frying

Sweet and Sour Sauce

1 clove garlic, crushed
3 tablespoons sugar
3 tablespoons ketchup
2 tablespoons soy sauce
½ cup cider vinegar
1/3 cup water or pineapple juice

Mix pork with sherry, soy sauce, cornstarch and salt. Separate pork and fry in oil (350°) until well done and crisp on edges (about 8 minutes). Drain. Fry green pepper and onion. Drain.

Heat a saucepan containing 1 teaspoon cooking oil. Brown the garlic, then discard. Add the sweet and sour sauce and bring to a boil. Add pineapple, tomato, and pickles; then add pork and vegetables and heat through. Serves 4-6/

Watermelon Shells Filled with Fruit

1 medium sized firm ripe watermelon (about 10 lbs.)
1 can litchis
2 small cans mandarin oranges
1 cantaloupe
1 can loquats
1 honeydew melon
1 can kumquats

Cut the watermelon in half crosswise. Insert a sharp knife 3/4 of the length of the melon and cut around the rim, leaving ½ inch thickness of melon. Remove the melon pulp and carefully scrape the remaining portion of the melon evenly with a spoon. Shape the melon pulp into balls with a melon scoop. Set them aside.

Cut the cantaloupe and honeydew melons into halves crosswise and with a melon scoop shape them into balls. Drain liquids from mandarin oranges, litchis, loquats and kumquats and combine them with the melon balls. Divide the ingredients in half and place them inside the hollowed watermelon shells. Chill for 2 to 3 hours before serving.

Koreans and Japanese also serve this salad, using their indigenous fruits. Koreans often add ice cubes to the mixture to chill the fruits. Serves 6-8.

Egg Drop Soup

2 cans chicken broth
2 eggs beaten
1 stalk scallion
Dash of pepper
Dash of MSG (monosodium glutamate)

Heat one can of chicken broth in a pan. When boiling, drop in well-beaten eggs. Season with a dash of pepper and MSG. Remove from heat. Garnish the soup with chopped green onions. Serves 4.

Jasmine Tea

Tea is a very popular drink with the Chinese. They enjoy many varieties of tea. Oolong, jasmine, black and orange pekoe tea, as well as other varieties, are grown in China. Jasmine can be obtained at regular grocery stores in Louisville. Follow the package directions for best results.

Almond Cookies

½ pound lard
3/4 cup sugar
2 eggs
1 tablespoon almond extract
4 drops yellow food coloring
2½ teaspoons baking soda
½ teaspoon salt
½ cup blanched almonds, split in half
1 egg, lightly beaten

Cream the lard and sugar in a mixing bowl until light and fluffy. Beat in the eggs, then add the almond extract and yellow food coloring. Sift flour, baking soda and salt and pour it into the mixture. Mix until a fairly firm dough is formed. Divide the dough in half and shape it into two cylinders. Then roll them on a lightly floured surface with the palms of your hands into two cylinders, each about 12 inches long and 1½ inch in diameter. Wrap in wax paper and refrigerate for at least 3 hours.

Preheat the oven to 375 degrees. Slice the chilled dough into ½ inch thickness. Place slices 1 inch apart on an ungreased cookie sheet and press an almond half firmly in the center of each. Brush the cookies with a thin film of beaten egg. Bake for about 10 minutes or until they are golden brown. Cool the cookies.
Yield: 8 dozen cookies

Boiled Rice

1 cup long grain rice
1 3/4 cups cold water

Add enough water to cover the rice in a pan. Wash and drain off water. Repeat 3 to 4 times until the water is no longer milky white but clear. Add water and bring rice to boil over high heat. Cover the pan tightly and cook over low heat for 20 minutes or until rice is cooked. Leave the lid on for another 10 minutes.

Koreans and Japanese also serve rice with all their meals. They use medium grain rice instead of the long grain. Prepare the rice following the above directions for boiled rice for Japanese and Korean meals. The Koreans and Japanese like their rice sticky while the Chinese prefer it fluffy and less starchy.

JAPANESE RECIPES

The dishes below will make a very simple meal. They should be accompanied by tsukemono (pickled vegetables) and agemono (fried vegetables, fish, or meat). *Rice accompanies the meal.

Sukiyaki

1½ pounds tender beef, 1/8 inch thick
6 mushrooms, sliced
1 can bamboo shoots
1 can Japanese rice noodles (shirataki)
Spinach leaves, about 2 bunches; scallions

Sauce

½ cup soy sauce
½ cup sake
4 tablespoons sugar

Place shirataki in a pot of water and bring to a boil. Rinse the noodles in cold water and drain thoroughly. Cut the noodles into thirds. Set aside.

Heat a skillet containing 1 tablespoon of oil on high heat. Swish oil around, then lower heat to moderate. Saute beef with ½ cup soy sauce and 4 tablespoons sugar. Cook the mushrooms, spinach, scallion, bamboo shoots and shirataki. Pour ½ cup sake over them. Cook for 5 minutes. Serve sukiyaki hot.

*Cooking instructions given on p. 30.

Cucumber Salad[1]

2 medium cucumbers
2 tablespoons salt
2 ounces canned crab meat

San-Bai-Zu Sauce

2 tablespoons white vinegar
2 tablespoons water
2 teaspoons soy sauce
1/8 teaspoon salt
2 teaspoons sugar
Dash of MSG

Peel cucumbers, split in half and seed. Slice thinly crosswise. Rub the cucumber with 2 tablespoons salt and set aside for 15 minutes. Place the cucumber in a colander and hold it under running water to wash off the salt. Pat the cucumber dry with a paper towel. Place cucumber around serving plate, then place crab meat on the top and chill. Pour the sauce over them before serving. Serves 4.

Sliced ham may be substituted for crab meat.

Miso Soup (Bean Paste Soup)

Usually a packed white or red bean paste soup is available in the larger grocery stores or in Oriental stores in Louisville. The best results can be obtained by following the directions on the package. The recipe also suggests variations, such as adding bean curd (obtainable also in the stores mentioned above). The ingredients are shown on the package. (This soup is also popular in Korea.)

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[1] Kazuko Yoneyama in International Foods and Culinary Customs (Lexington, Ky.: International Woman's Club, 1975), p. 110.

Custard Pudding with Caramel

Caramel

½ cup sugar
1 tablespoon water
Hot water

Pudding

3 eggs, well beaten
¼ cup sugar
¼ teaspoon salt
2 cups milk, scalded
1 teaspoon vanilla

Make caramel first. In a small saucepan slowly heat sugar and water, stirring constantly. The sugar melts then becomes crystal and melts again. When the liquid turns light brown, remove from heat. Add just enough hot water to make syrupy consistency.

Pour the caramel evenly into 6 custard cups. Mix pudding ingredients well and pour on top of caramel. Place the custard cups in a shallow pan containing 1 inch of boiling water and bake at 325° degrees for 40-45 minutes or until set. If a knife inserted into the custard comes out clean, it is done. When cooled, turn the custards upside down onto serving dishes. Chill. Serves 4.

Green Tea

A great quantity of tea is consumed by the Japanese. There are many different varieties of tea in Japan. It is usually served hot without cream or sugar. Green tea is one of the many varieties enjoyed by the Japanese. It can be purchased from grocery stores in Louisville in the gourmet food section. Follow the directions on the container for the best results. Serving in Oriental porcelain teapot with accompanying cups is desirable.

KOREAN RECIPES

Korean food stresses variety. The following Korean dishes may be served with rice. They should be accompanied by dishes such as kimchee (pickled vegetable dish), fried vegetables or meat, preserved roe or oysters and laver.

Bul Kogi (Barbecued Beef)

1½ lbs. tender beef

Sauce

1½ tablespoons soy sauce
2 teaspoons sugar
1 teaspoon sesame oil
½ teaspoon MSG
½ teaspoon minced garlic
1 stalk scallion, chopped
1 teaspoon toasted sesame seeds (optional)

Slice beef as thinly as possible across the grain into about 4 by 5 inch pieces. Sometime butchers will slice roasts paper thin, free of charge. Marinate meat in the sauce and scallion for 2-3 hours before cooking it over a grill. Cook for 5 minutes and turn over until the redness is gone from the meat.

Chap Ch'ae (Mixed Vegetables and Meat)

1 pound beef
6 mushrooms (dried preferable but not necessary)
1 round onion
2 stalks green onion
2 stalks celery
1 green pepper
2 sticks carrot
1 package cellophane noodles
2 tablespoons vegetable oil

Sauce

1 tablespoon soy sauce
1 teaspoon sugar
1 garlic minced
1 teaspoon sesame oil
½ teaspoon MSG

Soak cellophane noodles in 2 cups of hot water for 30 minutes. Slice beef thinly across grain into 1 x 2 inch bite size. Mix with the sauce ingredients. Set it aside. Wash all the vegetables and pat them dry. Cut mushrooms lengthwise into ½ inch thickness. Slice onion and carrots in half lengthwise. Then thinly slice them with the flat side down. Slice celery thinly in a slant. Shred the green pepper. Cut scallions into 2-inch lengths. Heat skillet and swish 3 tablespoons of oil around in it. When hot, stir-fry all the vegetables together for 5 minutes. Then sauté beef at high heat for 5 minutes until the meat is cooked. Set it aside, draining any liquid from the meat. Drain the water from cellophane noodles. Cut them into thirds. Mix, in a large bowl, all the ingredients and add salt and pepper to taste. Serve at room temperature.

Spinach Salad

1 pound fresh spinach or frozen spinach, completely thawed

Sauce

2 teaspoons soy sauce
½ teaspoon sesame oil
1 teaspoon sugar
1 teaspoon vinegar
½ minced garlic
Dash of cayenne pepper (optional)
Dash of black pepper
Dash of MSG
Chopped scallion, 1 stalk

Wash spinach thoroughly. Boil in 2 cups water for an instant. Rinse in cold water immediately. Squeeze all the water out and mix with the sauce. Broccoli or green beans can be substituted for spinach. Serves 4.

Oxtail Soup

1 pound oxtail
1 pound short ribs
1 tablespoon soy sauce
1 stalk of scallion, cut lengthwise in 1-inch pieces
Dash of black pepper
1 teaspoon minced garlic
1 teaspoon cayenne pepper
Dash of MSG
6 cups of water

Boil oxtail and short ribs together in 6 cups of water for one hour on high heat. Then lower the heat to low and continue to boil for 3 hours or until both meats are tender. The bones can be easily separated from the meat. Remove the bones and refrigerate the soup overnight. The next day, scrape off all the white fat on top of the pot. Reboil the soup with the remaining ingredients. Serve it piping hot. Serves 4.

Dessert

Koreans do not usually eat dessert after meals. However, they enjoy a variety of fruits, such as large juicy round pears, melons, apples, peaches, fresh and dried persimmons and many others. Bananas and oranges are tropical fruits not commonly found in Korea until recently. They are being cultivated in Cheju Island. The sweet dessert such as Korean rice cakes are often not very sweet to the Western palate. They are unlike cakes and pies in America.

Spiced Tea

1 tea bag
1 medium sized fresh ginger root
1 stick cinnamon
6 fresh or dried orange peels
1 tablespoon sugar (or more if desired)
2 cups water

Slice ginger root thinly. Boil all the ingredients together in a pot for 1 minute. Steep for 2 minutes and strain the tea into an attractive ceramic teapot with accompanying cups. At serving time, put two pine nuts to a cup. Other teas, such as ginseng and toasted barley tea are served in Korea, but the Koreans do not consume nearly as much tea as the Chinese or the Japanese.

SPANISH RECIPE

Arroz con Pollo

- 2 frying chickens
- 1 cup olive oil
- 2 large onions, chopped
- 2 cloves garlic, crushed
- 1½ quarts water (6 cups)
- 2 bay leaves
- 6 ounces tomatoes
- 2 tablespoons salt
- 1 pound raw rice
- ½ teaspoon saffron
- 2 green peppers, sliced
- 2 pimentos
- 1 cup green peas

Cut chicken into serving pieces and flour lightly. Heat olive oil in a dutch oven. Fry the chicken until brown. Remove chicken, add onions and garlic. Cook until tender. Return the chicken to the pot. Add water and tomatoes. Boil for 5 minutes. Add bay leaves, salt, rice, saffron, and green pepper. Mix thoroughly and cover. Cook at 350° for 30 minutes. Garnish with cooked peas and pimentos just before serving. Serves 8-9 people.

JORDANIAN RECIPE

Ros and Fasoula[1]

1 pound rice in 3 3/4 cups water
3/4 pound beef or lamb
2 cups cut okra
Peanuts (browned)
1 cup tomato paste
1 capful pure garlic powder
2 tablespoons salt
1 teaspoon black pepper

Boil rice until water starts to be absorbed. Cover, turn off heat, let stand 20 minutes or longer. Brown beef and add other ingredients. Serve beef over rice which has been topped with browned peanuts. Serves 6.

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[1]Abdul Awwad in International Foods and Culinary Customs (Lexington, Ky.: International Woman's Club, 1975), p. 120.

PAKISTANI RECIPE

Beef Pilau[1]

2 pounds beef, cut into 1 ½-inch cubes
2 cups long grain rice
1/3 cup vegetable shortening
1 cup yogurt
1 large onion, minced
4 cloves garlic, minced
1 teaspoon powdered ginger or
2 teaspoons cracked ginger root
4 cardamom seeds, cracked
4 whole cloves
1 teaspoon black pepper
1/2 teaspoon powdered cinnamon
1 teaspoon coriander, ground
2 teaspoons cumin
2 teaspoons salt

Mix beef, yogurt, coriander, pepper, salt and cumin in a bowl. Soak rice in cold water for 1/2 hour. Heat shortening and brown onions in a large casserole. Add garlic, ginger, cloves, cinnamon, and cardamom seeds. Add meat mixture and saute until meat loses its pink color. Add water to cover and cook over a low-medium heat until meat is tender--about 30 minutes. After the meat is done, add water to make the total contents 3 cups. Add rice and cook on medium heat for 5 minutes. Cover tightly and steam for 25 to 30 minutes or place in a 250° oven until rice is done. If the rice is not cooked as desired, place a hot, wet cloth over the mixture to provide steam for cooking the rice and keep it covered tightly. Serves 4 to 6. Serve with curries or to accompany meat dishes. It also makes very nice combination with stroganoff, shish kebab, and other main courses.

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[1] Adiba Abbas in International Foods and Culinary Customs (Lexington, Ky.: International Woman's Club, 1975), p. 145.

INDIAN RECIPE

Okra Curry (Bhendi Curry)[1]

1 pound okra
2 onions
2 green chilis
1 clove garlic
1 inch fresh ginger root
Oil for frying
1 tablespoon ground coriander
1 teaspoon turmeric powder
2 tamarind, soaked for 30 minutes in 8 tablespoons boiling water
1½ ounces creamed coconut
2 tomatoes, quartered
Salt to taste

Cut top and stem from okra pods, wash and cut pods in half. Finely mince the onions, then mince the green chilis, garlic and ginger. Heat some oil in a saucepan and fry onions till brown. Add chilis, garlic, and ginger and fry for another three minutes. Add coriander and tumeric and fry well. Squeeze the tamarind husk and discard. Strain tamarind water and add with the coconut which has been blended to make a paste. Bring the mixture to a boil, lower the heat, and simmer for 30 minutes. Add okra and tomatoes. Season with salt and cook 5 to 10 minutes longer.

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1 Sheela Shah in International Foods and Culinary Customs (Lexington, Ky.: International Woman's Club, 1975), p. 87.

INDONESIAN RECIPE

Nasi Goreng[1]

1 tablespoon tomato catsup
1 tablespoon chopped onion
1 bouillon cube, dissolved in ½ cup hot water
1 small can shrimp, diced
4 tablespoons butter
4 cups cooked rice
Dash of red pepper

Sauté all ingredients, except the rice, in butter over low heat. Add rice, mix and heat through. Serve hot, garnished with shredded coconut, fried peanuts and sliced cucumbers.

[1]Naomi Fast in International Foods and Culinary Customs (Lexington, Ky.: International Woman's Club, 1975), p. 97.

IRANIAN RECIPE

Beans Pilaki[1]

1 pound white dry beans
1 cup diced potatoes
1 cup diced carrots
1 cup onions
½ cup chopped parsley
2 cups tomatoes
½ cup olive oil
2 cloves garlic, chopped fine
Salt and pepper

Soak beans overnight. Wash and cook in fresh water. Cook for 1 hour, then add all other ingredients and cook one hour more. Serve hot as a main dish or serve cold as a salad on lettuce with a slice of lemon.

[1] Ibid., p. 98.

AFRO-AMERICAN RECIPE

Fried Apple Pies[1]

2 packages (11 ounces each) pie crust mix
1 can (1 pound, 5 ounces) apple pie filling
Oil or shortening

1. Prepare pie crust according to package directions. When ball of dough is formed, knead it on a floured surface for 2 minutes. This makes the dough tougher, easier to roll and fry. Roll out dough on a floured surface to slightly less than ⅛ inch thickness. Cut dough into 5 inch rounds. Knead scraps of dough and reroll to cut rounds.

2. Brush edges of each round with water and place 1 heaping teaspoon filling in center of each round. Fold over round to shape a half moon enclosing filling. Crimp edges with the tines of a fork.

   (Pie filling should be poured into a bowl and large apple slices cut into bite-size pieces with a sharp knife. This makes filling less lumpy and gives smoother shaped turnovers. Place turnovers on a cookie sheet and chill in refrigerator for 2 hours or in the freezer for 30 minutes.)

3. Place 4-quart saucepot on wire grid on unit of electric range or directly on burner of gas range. On medium-high setting, heat, 1 inch of oil until deep fat thermometer reads 380° F. Place 4 of the cold turnovers into hot oil, flat side down and fry 2 to 3 minutes. Adjust heat setting to maintain 380° F. Move the turnovers gently in the fat with a slotted spoon all the time they are cooking. This prevents over-browning and slight sticking. Cooking tip: If frying entire batch, it may be necessary to add oil to maintain 1 inch depth.

   If the turnovers are not too rounded, it may not be necessary to turn them. They will brown all over without turning. If top is very rounded, it will be necessary to turn turnovers and fry for 1 to 2 minutes. Keep the remaining turnovers cold until they are ready to be fried. When brown, remove the slotted spoon and drain on absorbent paper. Serve warm as is, or sprinkle with confectioners' sugar.

4. These turnovers may be shaped and chilled way ahead of time. Keep them in refrigerator until ready to fry.

Makes 24 pies.

CAUTION: Avoid oil spillovers, since oil can ignite if spilled onto hot surfaces.

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[1]Celebrate America's Culinary Heritage (Corning, N.Y.: Corning Glass Works, 1975).

ITALIAN RECIPES

Veal Parmigiana[1]

1 egg
1 tablespoon water
1/3 cup all-purpose flour
3/4 cup grated Parmesan cheese
2 pounds veal cutlet, cut ½ inch thick
1/3 cup salad oil
1 teaspoon salt
1/8 teaspoon pepper
2 cups marinara sauce

About 45 minutes before serving:

1. In pie plate, beat egg and water with a fork. On waxed paper, mix flour with ½ cup Parmesan cheese.
2. Cut veal into serving pieces. Dip each piece into egg mixture, then into flour mixture, coating on both sides.
3. Pour oil in 10-inch skillet and heat, using medium-high setting. Add veal, a few pieces at a time, and cook until browned on both sides, adding more oil as needed.
4. Return all meat to skillet; sprinkle with salt and pepper.
5. Pour marinara sauce over meat; sprinkle with ½ cup Parmesan cheese; heat to boiling.
6. Reduce heat to medium-low; cover and cook approximately 30 minutes, or until veal is tender.

Makes 8 servings.

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[1] Ibid.

Marinara Sauce[1]

½ cup olive oil
4 cups coarsely chopped onions
2 small carrots (about 1 cup), peeled and cut into rounds
3 cloves garlic, finely minced
2 cans (28-ounce each) tomatoes, with their liquid
Salt and pepper
1 tablespoon finely minced Italian parsley
1½ teaspoons dried oregano
2 teaspoons dried basil

1. Pour oil in a 4-quart saucepot, heat oil, using medium setting. Add the onions, carrots and garlic. Cook, stirring, until vegetables turn golden brown.

2. Add tomatoes to vegetables in skillet; season to taste with salt and pepper. Partially cover the saucepot and simmer for 15 minutes.

3. Set food mill or sieve in a bowl. Pour sauce into it and puree.

4. Pour sauce back into saucepot; add herbs.

5. Partly cover saucepot and simmer approximately 1 hour more, stirring occasionally.

Makes about 8 cups.

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[1]Ibid.

GERMAN RECIPE

Hot Potato Salad[1]

½ cup oil and vinegar dressing
1 tablespoon prepared mustard
1 teaspoon Worcestershire sauce
1 teaspoon salt
Dash of pepper
4 slices bacon
½ cup chopped onion
1/3 cup chopped green pepper
3 cups cooked, cubed potatoes
¼ cup chopped pimento
4 hard cooked eggs, sliced

1. Combine dressing, mustard, Worcestershire sauce, salt and pepper in 1-cup measure.

2. Fry bacon crisp in 10-inch skillet, using medium heat; remove from skillet. Drain on paper towels and crumble.

3. Sauté onion and green pepper in bacon drippings; add potatoes, pimento, bacon and dressing mixture.

4. Mix gently until thoroughly warm. Garnish with eggs and serve from skillet.

Makes 8 servings.

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[1] Ibid.

KEY: PRETEST

I.

1.	c	6.	c	11.	c
2.	d	7.	a	12.	c
3.	d	8.	b	13.	e
4.	d	9.	b	14.	b
5.	e	10.	c	15.	c

II.

1. potatoes
2. France
3. paella
4. stir-fry
5. braten
6. a Chinese cooking vessel
7. Japanese rice wine
8. collard greens, sweet potatoes, smothered pork chops
9. hollandaise sauce, tomato sauce, white veal, coq au vin

III.

1. France
2. United States
3. Netherlands
4. France
5. Mexico
6. Germany
7. Afro-American
8. Scandinavian
9. British Isles
10. Scandinavia
11. United States
12. Japan
13. Kentucky
14. Kentucky
15. Scandinavia
16. China
17. Italy
18. Russia
19. Germany
20. Philippines

POST TEST

ETHNIC HERITAGE FOODS

1. Select three foods that reflect your personal preferences. Write a sentence about each food, indicating the factors influencing your preference.

2. For six of the ethnic groups below, name and describe three foods representative of each group. Then, select one food from each group and explain how the food represents the ethnic group to which it belongs.

   a. Afro-American

   b. Japanese

   c. English

   d. Chinese

   e. French

   f. German

   g. Italian

   h. Latin American

   i. Scandinavian

3. Define each of the following terms:

   a. Pot likker

   b. German food

   c. Gravlax

   d. Crempog

   e. Meat

   f. Maws

   g. French food

   h. Grits

   i. Mexican Food

   j. Types of pastas

4. Discuss in a short paragraph or a series of statements, two different styles of cooking upon which American cooking is based.

Checklist

5. List below the foods you sampled for the first time and check yes or no in the proper column to indicate your feelings about each food.

Food tried for the first time.	Did you like it?		Would you try it again?		Did you prepare this at home?		Has anyone asked you for the recipe?		Did you share the recipe with anyone?	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										

6. Check your response to the questions below.

Did you generally like or dislike the ethnic foods you tried for the first time?

_____ I liked most of the foods

_____ I disliked most of the foods.

7. Based upon the ethnic food experiences you have just completed, which one of the following most closely reflects your present attitude?

_____ I feel more open to trying new foods.

_____ I feel less open to trying new foods.

_____ I feel about the same as I did before.

RESOURCES AND MATERIALS

Filmstrip

Ground Beef--Passport to Far Away Eating. Evaporated Milk Association, n.d. Color.

Kit

America's Culinary Heritage. Corning Glass Works, 1976.

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Hazelton, Nika Standen. The Cooking of Germany. Foods of the World Series. New York: Time-Life Books, 1968.

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Spies, B. "Americana; Culture, Cuisine, and Customs; Soul Food." Forecast for Home Economics, March, 1966, p. F19.

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BOOK SELECTION AND REEVALUATION POLICY

Objectives

The primary objective of the school materials center is to implement, enrich and support the educational program of the school.

The school materials center should contribute to the social, intellectual, cultural and spiritual development of the students.

Selection

Materials for the school materials center should be selected by librarians in consultation with administrators, supervisors, faculty members, students and parents.

Reputable, unbiased, professionally prepared selection aids should be consulted as guides.

Criteria for selection

Selection should consider the needs of the individual school based on a knowledge of the curriculum and on requests from administrators and teachers.

Consideration should be given to individual students based on a knowledge of elementary and secondary youth and on requests of parents and students.

Selection should provide for a wide range of materials on all levels of difficulty, with a diversity of appeal and the presentation of different points of view.

The instructional materials should have high literary value.

Materials should have superior format.

Jefferson County Public Schools. Key to Policies and Procedures for Librarians. Louisville, Ky.: Jefferson County Board of Education, 1969.

BOOK SELECTION AND MATERIAL REEVALUATION PROCEDURES

Revised June 27, 1969

We seek to educate young people in the democratic tradition, to foster a recognition of individual freedom and social responsibility, to inspire meaningful awareness of and respect for the Constitution and the Bill of Rights, and to instill appreciation of the values of individual personality. It is recognized that these democratic values can best be transmitted in an atmosphere which is free from censorship and artificial restraints upon free inquiry and learning and in which academic freedom for teacher and student is encouraged.

It is further recognized that there are areas of such a controversial or questionable nature that some restraints upon complete academic freedom are necessary.

The Jefferson County Board of Education wishes to meet ignorance, hatred and prejudice not with more ignorance, hatred and prejudice; but with understanding, goodness, and reason. Therein no individual will be allowed to impose his personal views in any subject area, and the best professional behavior and individual thought will be expected at all times. When political, moral or social problems arise within the classroom as topics of discussion or study, opportunities for opposing points of view must be provided.

The Board of Education does not advocate a policy of censorship, but a practice of judicious selection of materials to be used with students in the classrooms of Jefferson County Public Schools, and wants only to be helpful to the teachers in providing good learning experiences for boys and girls. Teachers shall use prudent judgment in determining whether materials are of such nature and shall submit items to their principal and supervisors for approval before inclusion in their instructional programs. Should such material be selected for inclusion in a teacher's curriculum guide, and objections to same evolve, the Board insists upon the following.

Individuals involved will be provided an opportunity to discuss the matter fully with local school personnel.

The materials reevaluation procedure will be initiated and conclusions reported to the school and individuals involved. See attached BOOK SELECTION AND MATERIALS REEVALUATION POLICY.

With reference to library books per se and book selection, the form used in 1963-69 and the years before may be used. See attached CITIZEN'S REQUEST FOR REEVALUATION OF MATERIAL.

Furthermore, in recognition of the scope of this problem, the Board encourages the administrations of the local schools to form panels of qualified persons, appointed fairly (e.g., teacher, parents and other school and community representatives) to consider materials to be used in the curriculums that might have an adverse effect on students. In addition, the Board suggests that individual school departments be encouraged to consider, read and review all supplementary curricular inclusions that might be offensive politically, socially or otherwise.

BOOK SELECTION AND MATERIALS REEVALUATION POLICY

Individuals, organizations, or groups who challenge or criticize instructional materials shall be asked to complete the form Citizen's Request for Reevaluation of Material comparable to that suggested by the National Council of Teachers of English.

After completing the above mentioned form, a school committee composed of the teacher in the subject area, the principal, the supervisor and the librarian shall review with the complainant the written criticisms and attempt to reach a decision concerning the complaint.

If a decision is not reached which is satisfactory to the complainant, the principal shall request the Associate Superintendent for Instruction to delegate a central committee to review and make a final decision concerning the disposition of the complaint. This decision will be reported back to the principal by the Associate Superintendent for Instruction. This central committee shall be composed of an administrator, a supervisor in the subject area under question, a classroom teacher in the subject area, the Coordinator of Library Services and a mature* parent, preferably from the school district from which the complaint orginates. No member of the central committee shall have been a member of the local school committee with the exception of the supervisor.

The materials involved shall have been withdrawn from general circulation and use pending a decision in writing by the central committee.

However, in the event the complainant does not concur with the decision, he may request that this child be excused from any contact with the objectionable subject matter. Such requests will be honored.

*The word mature in this context applies to all members of the committee and means highly developed or advanced in intellect, moral qualities and outlook.

The materials center in each school should have on file "Citizen's Request for Reconsideration of a Book" from The Students' Right to Read. Reprinted by permission of the National Council of Teachers of English, October 16, 1963.

CITIZEN'S REQUEST FOR REEVALUATION OF MATERIAL

Type of Material _____Book _____Filmstrip _____Lecture _____Film _____Record _____Other

Author (if known) _____

Title _____

Publisher (if known) _____

Request initiated by _____

Telephone _____ Address _____

Complainant represents:

_____himself

_____organizations (Name) _____

_____other group (Name) _____

1. To what in the material do you object? (Please be specific) _____

_____

2. What do you feel might be the result of exposure to the material? _____

_____

3. For what age group would you recommend this material? _____

4. Is there anything good about this material? _____

5. Did you inspect all of this material carefully? _____ What parts? _____

_____

6. Are you aware of the judgment of this material by critics? _____

7. What do you believe is the theme or main idea in this material? _____

_____

8. Which of the following would you like the school to do with this material?

_____refrain from assigning it to your child

_____withdraw it from all students

_____refer it to the committee for reevaluation

9. In its place, what material, if any, would you recommend that would convey as valuable a picture and perspective of our civilization? _____

_____

Signature of Complainant _____

The Ethnic Heritage Studies Project is sponsored by the Jefferson County Public School System, the University of Louisville, and the Louisville Bicentennial Corporation of the Chamber of Commerce and is partially funded by the United States Office of Education. The unit is being used exclusively by selected teachers in the Jefferson County Public Schools.